



Statutory Policy

Accessibility Plan

Responsibility of	People Management Committee
Reviewed	March 2026
To be reviewed by	March 2029

Context

This Accessibility Plan has been developed in accordance with current legislation and statutory guidance relating to equality, disability and special educational needs in schools.

The Equality Act 2010 replaced previous equality legislation, including the Disability Discrimination Act 1995 and elements of the Special Educational Needs and Disability Act 2001. Under this Act, schools must not discriminate against pupils because of a disability and must make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

Schedule 10 of the Equality Act 2010 requires schools to prepare and implement an Accessibility Plan that outlines how the school will improve access for disabled pupils over time.

This plan is also informed by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), the Children and Families Act 2014, and the Special Educational Needs and Disability Regulations 2014, which set out duties for schools to identify, assess and support pupils with special educational needs and disabilities (SEND).

The Governing Body of Manor Primary School is committed to ensuring equal access to education and opportunities for all pupils and to creating an inclusive learning environment in which all pupils can participate fully in school life.

In accordance with the Equality Act 2010, the school has the following duties:

- to eliminate discrimination, harassment and victimisation related to disability;
- to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage;
- to promote equality of opportunity and foster good relations between disabled and non-disabled pupils;
- to plan strategically to improve accessibility for disabled pupils.

Accessibility Planning

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required under the Equality Act 2010:

- Increasing access to the curriculum for disabled pupils, ensuring teaching and learning are inclusive and differentiated where necessary.
- Improving the physical environment of the school to enable disabled pupils to take greater advantage of education, facilities and services.
- Improving the availability and delivery of information to disabled pupils and parents/carers, particularly information that is usually provided in writing.

These actions are designed to support the school's wider commitment to inclusion and to ensure that all pupils, regardless of ability or disability, can access the full range of educational opportunities provided by the school.

Implementation, Monitoring and Review

The Accessibility Plan will be adequately resourced, implemented and regularly monitored by the Governing Body and Senior Leadership Team.

In line with statutory requirements, the plan will be reviewed and updated at least every three years, with progress monitored annually to ensure that the school continues to meet the needs of its pupils and complies with current legislation.

The following action plan outlines how Manor Primary School will address identified priorities in order to improve accessibility for all pupils.

A. Increasing the extent to which disabled pupils can participate in the curriculum						
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Pupils will demonstrate improved understanding, awareness and acceptance of disability and diversity through the curriculum and wider school life. Links to Equalities Plan: Objective 2 – Sense of Belonging.	The school promotes inclusive values through assemblies, PSHE, RE and classroom discussions. Staff adapt learning to meet a range of needs and encourage positive relationships between pupils. Some curriculum resources reflect diversity and inclusion. The school works with families and external agencies to support pupils with SEND.	• Ensure that all curriculum areas positively represent disability, diversity, and protected characteristics and promote understanding and respect for differences. • Increase the visibility of disability, diversity, and protected characteristics within school resources and learning environments. • Promote a school culture where all pupils feel valued, included, and represented.	• Review the PSHE curriculum annually to ensure positive representation of disability and protected characteristics. • Audit curriculum areas, including PE and the creative curriculum, to ensure inclusive representation and accessible activities. • Review library books, assemblies and classroom resources to reflect the diversity of the school community. • Deliver assemblies, themed weeks and PSHE lessons focused on inclusion, equality and celebrating differences. • Provide staff training on inclusive teaching strategies and disability awareness. • Gather pupil voice through surveys, discussions and school council activities to monitor attitudes and understanding.	Headteacher SENDCo PSHE Lead Subject Leaders Class Teachers	Annually reviewed. Target March 2029	• Curriculum plans reflect inclusive representation. • Library and curriculum resources demonstrate representation of protected characteristics. • Pupil voice indicates improved sense of belonging. • Pupils demonstrate increased understanding and acceptance of disability and diversity through discussions and behaviour around school. • Staff confidently use inclusive teaching approaches and resources.

Disabled pupils will have equitable access to the curriculum, trips and extra-curricular activities through effective planning and reasonable adjustments. Links to Equalities Plan: Objective 1 – Inclusive Practice and Objective 2 – Sense of Belonging.	The school is committed to inclusive practice and works with families and external agencies to support pupils with SEND. Reasonable adjustments are made where possible to enable participation in school activities. Educational visits are risk assessed and staff consider individual pupil needs when planning activities and enrichment opportunities.	• Ensure accessibility is considered in the planning of all trips, visits and extra-curricular activities. • Increase participation of pupils with SEND in clubs, trips and wider opportunities. • Remove barriers to participation through effective planning and reasonable adjustments. • Strengthen communication with parents/carers regarding accessibility and inclusion.	• Ensure accessibility considerations are included in all educational visit risk assessments using the Evolve system. • Consult with parents/carers when planning trips, clubs and residential activities. • Provide reasonable adjustments such as staffing, adapted resources or specialist equipment where required. • Monitor participation of pupils with SEND in clubs, trips and wider opportunities and address identified barriers. • Provide staff guidance and training on inclusive educational visits and extra-curricular provision.	Headteacher SENDCo Class Teachers Club Leaders	Annually reviewed. Target March 2029	• Risk assessments demonstrate accessibility planning. • Participation of pupils with SEND in trips and clubs is monitored and barriers are addressed. • Cultural capital opportunities remain accessible to all pupils. • Parents/carers report increased confidence in the school's inclusive practice. • Disabled pupils are able to participate fully in a broad range of school experiences.
Staff will consistently implement inclusive classroom strategies	Staff use a range of adaptive teaching approaches to support pupils with SEND. Visual	• Develop consistent whole-school inclusive classroom practice. • Increase staff confidence and	• Complete an annual SEND provision audit and implement the resulting action plan. • Provide whole-school training on SEND, disability awareness and inclusive teaching strategies.	Headteacher SENDCo Senior Leadership Team	Annually reviewed. Target March 2029	• Consistent use of visual supports and dual coding across classrooms. • Routines for learning are clearly taught and embedded.

that support pupils with disabilities and SEND. Links to Equality Plan: Objective 1 – Strengthening Inclusive Practice (Reading 5-Point Plan).	timetables, structured routines and targeted interventions are used in some classrooms. The SENDCo works with staff and external agencies to support pupils' needs and provide guidance for inclusive practice.	expertise in supporting pupils with SEND and disabilities. • Ensure classrooms provide accessible, supportive and low-distraction learning environments. • Strengthen the use of evidence-informed adaptive teaching strategies across the school.	• Provide targeted training for teaching assistants and staff supporting pupils with specific needs. • Promote the use of inclusive strategies such as visual supports, dual coding, clear routines and reduction of sensory distractions. • Develop consistent classroom expectations for visual timetables, scaffolding and accessible learning environments. • Review classroom environments to identify and reduce unnecessary sensory distractions and provide quiet or regulation spaces where appropriate.	Phase Leaders		• Reduced sensory distractions and quiet areas are available during the school day. • Staff training records demonstrate increased staff capacity to support pupils with SEND. • Learning walks and monitoring show consistent implementation of inclusive classroom strategies across the school.
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B. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
The school site will be accessible and safe for pupils, staff, parents and visitors with disabilities through	• Step-free access is available to key areas of the school. • Accessible toilet facilities are available.	• To further improve accessibility of the physical environment by identifying and reducing barriers to access for pupils,	• Conduct an accessibility audit of the school site to identify potential barriers for pupils, staff, parents and visitors with disabilities. • Seek information from pupils, parents and staff regarding accessibility needs.	School Business Manager Caretaker SENCo SLT	Annually reviewed. Target March 2029	• Accessibility audit completed and action plan implemented. • Physical adjustments (e.g. step markings, signage, parking) are in place. • Pathways and access

regular review and reasonable adjustments to the physical environment. Links to Equality Plan: Objective 1 – Strengthening Inclusive Practice and Objective 2 – Sense of Belonging.	• Individual accessibility needs are considered when planning support for pupils, staff and visitors. • Health and Safety inspections are carried out regularly. • Reasonable adjustments are made where needs are identified.	staff, parents and visitors with disabilities.	• Implement reasonable adjustments such as high-visibility step edges and clear signage. • Ensure pathways, entrances and shared areas remain clear and accessible. • Review accessibility annually and update action plans as required.			routes remain clear and safe. • Pupil, staff and parent feedback indicates improved access to the site. • Accessibility considerations are incorporated into premises planning and maintenance.
Recruitment, volunteering and governance opportunities will be accessible and inclusive to individuals with disabilities. Links to Equality Plan: Objective 2 –	• The school follows safer recruitment procedures and equal opportunities principles. • Vacancies are advertised fairly and openly. • Reasonable adjustments are considered for employees and volunteers where	• To ensure that recruitment, volunteering and governance opportunities are accessible to individuals with disabilities and that barriers to participation are identified and removed where possible.	• Ensure recruitment processes are accessible and inclusive for applicants with disabilities. • Provide reasonable adjustments during recruitment where required. • Review recruitment documentation to ensure accessibility and inclusive language. • Promote governor and volunteer opportunities across the school community to encourage participation from diverse groups. • Ensure communication regarding opportunities is accessible to all members of the community.	Headteacher School Business Manager Administration Staff Chair of Governors	Annually reviewed. Target March 2029	• Recruitment documentation and processes demonstrate inclusive practice. • Opportunities for governance and volunteering are promoted widely within the school community. • Reasonable adjustments are provided where required for applicants, volunteers and governors. • Communication regarding opportunities is

Sense of Belonging and Objective 4 – Increasing Parental Engagement.	needs are identified. • Information is shared with parents and the wider community through a range of communication methods. • Governors are committed to promoting equality, diversity and inclusion.		• Review participation rates and seek feedback from applicants, volunteers and governors to identify areas for improvement.			accessible and available in alternative formats where needed. • Feedback indicates that applicants and volunteers feel supported and able to access opportunities. • Increased awareness and engagement from a diverse range of community members.
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C. Improve the availability of accessible information to disabled pupils.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Information provided by the school will be accessible to pupils and parents/carers with disabilities or additional communication	The school communicates with parents/carers through a range of methods including newsletters, meetings, the	• Improve accessibility of communication for pupils, parents/carers and stakeholders with additional communication needs.	• Collect information about communication and access needs from parents/carers during the admissions process. • Review communication needs during review meetings and SEND meetings. • Provide key information in accessible formats where required,	Administration Staff School Business Manager SENDCo Senior Leadership Team	Annually reviewed. Target March 2029	• Parents/carers confirm that communication from the school is accessible. • SEND information and policies are available and updated on the school website.

needs. Links to Equality Plan: Objective 4 – Increasing Parental Engagement.	school website and electronic communication systems. Staff work with families to support communication needs where identified, and SEND information is available through the school website and SEND processes.	• Ensure information is available in accessible formats where required. • Strengthen systems for identifying and reviewing communication and access needs. • Ensure SEND and inclusion information is clear, accessible and regularly updated.	including translated materials, large print and visual supports. • Ensure SEND information, policies and support guidance are clearly available and regularly updated on the school website. • Support staff to use accessible communication strategies when communicating with pupils and families. • Review communication systems annually to ensure accessibility and effectiveness.			• Accessible communication methods are used where required. • Communication needs are identified and reviewed effectively. • Increased parental engagement is evident through feedback and participation in meetings and school events.
Parents/carers of pupils with disabilities will report feeling informed, supported and able to engage with the school regarding their child's education. Links to Equality Plan: Objective 2 – Sense of	The school maintains regular communication with parents/carers through meetings, newsletters, reports and electronic communication systems. Staff work collaboratively with families to support pupils	• Strengthen positive partnerships between school and families of pupils with disabilities and SEND. • Increase parental engagement in school life and decision-making regarding their child's education. • Ensure parents/carers feel informed,	• Ensure the school prospectus and website clearly communicate that the school welcomes and supports all pupils. • Encourage parents/carers to attend parent-teacher meetings to discuss progress, provision and next steps. • Provide guidance and signposting to relevant external agencies and support services where appropriate. • Gather parental feedback through surveys and meetings to identify and address barriers to engagement. • Maintain regular communication	Administration Staff SENDCo All Staff Senior Leadership Team	Annually reviewed. Target March 2029	• Increased participation in parent-teacher meetings and school engagement opportunities. • Parent surveys show that parents/carers feel informed and supported. • Parents/carers are successfully signposted to relevant support services when needed. • Parents/carers report positive relationships and communication with school staff.

Belonging and Objective 4 – Increasing Parental Engagement.	with SEND and external agencies are involved where appropriate. Parents/carers are encouraged to participate in school events and review meetings.	supported and able to access appropriate guidance and services. • Identify and reduce barriers to parental engagement.	with parents/carers regarding SEND provision, support strategies and pupil progress. • Promote workshops, information sessions and school events that encourage parental involvement and understanding of SEND support.			• Increased parental engagement is evident through attendance, feedback and participation in school activities.
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